

# SIXTH GRADE

## Six Traits + 1 Rubric

Descriptors of Successful Writing	6 + 1 Trait Addressed	Exceptional Almost all of the writing 10	Proficient Most [>50%] of the writing 9	Developing Some [<50%] of the writing 8	Emerging Almost none of the writing 7
<b>It's clear what this piece is about.</b> 10 = Topic is narrow, manageable, and focused. 9 = Topic is fairly broad, yet author's direction is clear. 8 = Topic becomes clear, though still too broad, lacking focus; reader must infer message. 7 = Several topics emerge; any might become central theme or main idea.	Ideas				
<b>Writing fully communicates ideas and shows sustained thought.</b> 10 = Author writes from own knowledge/experience; ideas are fresh, original, and uniquely the author's. 9 = Author presents new ways of thinking about topic based on personal knowledge/experience. 8 = Author "tells" based on others' experiences rather than by "showing" by own experience. 7 = Author generalizes about topic without personal knowledge / experience.	Ideas				
<b>The writing shows individual expression and/or creativity.</b> 10 = Author interacts with and engages reader in ways that are personally revealing. 9 = Author communicates with reader in earnest, pleasing, authentic manner. 8 = Author seems aware of reader yet discards personal insights in favor of safe generalities. 7 = Author uses only clichés, resulting in continued lack of interaction with the reader.	Voice				
<b>One idea flows logically into the next.</b> 10 = Sequencing is logical and effective; moves reader through piece with ease from start to finish. 9 = Sequencing makes sense and moves a bit beyond obvious, helping move reader through piece. 8 = Sequencing shows some logic, but is not controlled enough to consistently showcase ideas. 7 = Little sequencing is present; it's hard to see how the piece fits together as a whole.	Organization				
<b>There is varied and descriptive vocabulary.</b> 10 = Word choice is natural yet original and never overdone; both words and phrases are unique and effective. 9 = Attempts at colorful word choice show willingness to stretch and grow, yet sometimes go too far. 8 = Original, natural word choices start to emerge so piece sounds authentic. 7 = Words are either so plain as to put reader to sleep or so over the top they make no sense.	Word Choice				

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<b>Sentences are fluent when read aloud.</b> 10 = Rhythm flows; writing has cadence; first reading aloud is expressive, pleasurable, and fun. 9 = Rhythm is inconsistent; some sentences invite oral reading, others remain still, awkward or choppy. 8 = Rhythm emerges; reader can read aloud after a few tries. 7 = Rhythm is random and may still be chaotic; writing does not invite oral reading.	<b>Sentence Fluency</b>				
<b>The writing incorporates taught skills; spelling is legible.</b> 10 = Hardly any editing is needed to publish; author may successfully manipulate conventions for stylistic effect; meaning is crystal clear. 9 = Several things still need editing before publishing; conventions are more correct than not; meaning is easily communicated. 8 = Too much editing is still needed to publish although piece begins to communicate meaning. 7 = There's still a lot of editing required for publication; meaning is uncertain.	<b>Conventions</b>				
<b>Details are used to tell more.</b> 10 = Details are relevant, telling; quality details go beyond obvious and are not predictable. 9 = Some details begin to define main idea or topic, yet are limited in number or clarity. 8 = Additional details are present but lack specificity; main idea or topic emerges, but remains weak. 7 = Few details are present; piece simply restates topic and main idea or merely answers a question.	<b>Ideas</b>				
<b>Subtotals</b>					
<b>TOTAL</b> [10 = A; 9 = B; 8 = C; 7 = D]					